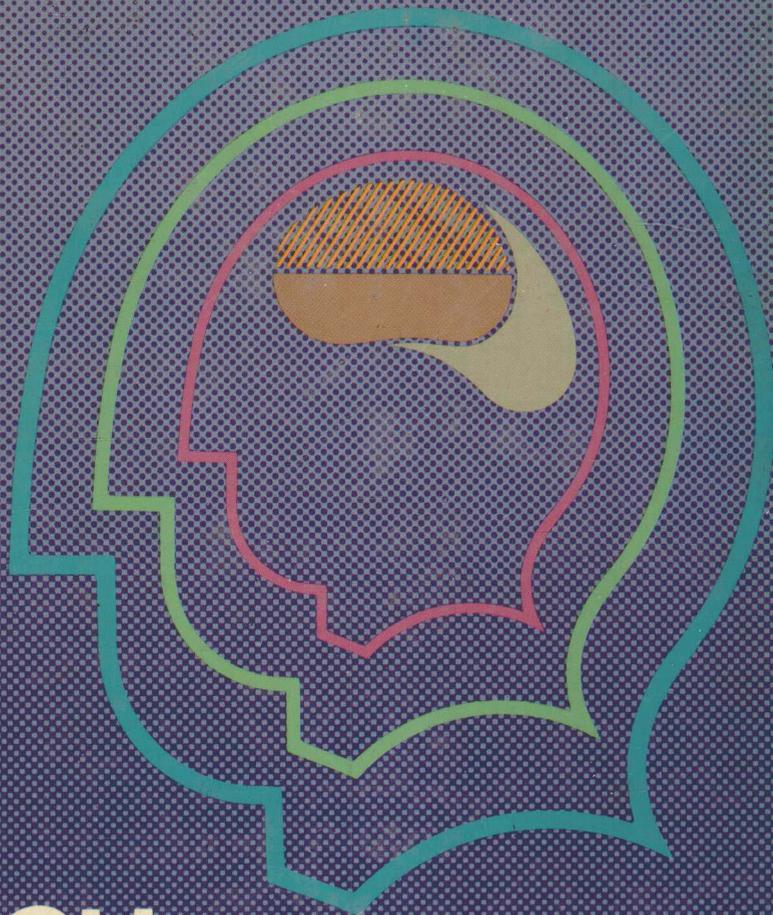


**Raymond S. Ross**



**SPEECH  
COMMUNICATION**

Fundamentals and Practice

SEVENTH EDITION

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# SPEECH COMMUNICATION FUNDAMENTALS AND PRACTICE

SEVENTH EDITION

RAYMOND S. ROSS

Wayne State University

PRENTICE-HALL, Englewood Cliffs, New Jersey 07632

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# PREFACE

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Past editions of this text have been used in all fifty states and in seven foreign countries. The various editions have tried to reflect the changing social and academic times, only rarely succumbing to fads, and only occasionally missing some philosophical trend. The solid basics taught me by Alan Monroe, Franklin Knowler, and Wallace Fotheringham are often strained but never abandoned. I felt the sixth edition came about as close to meeting the present needs of contemporary students in the rediscovered Public Speaking course as the first and third. This seventh edition stays with the successful pattern of the sixth, but has received the fine tuning and polishing that time and user feedback have provided.

Although this text includes many references to recent works as well as classical references, it is not meant to be an encyclopedia of current research. It is meant to be an eclectic perspective that reflects the new with redefinitions and reevaluations of the old. This edition, like its forerunners, is meant to be readable, interesting, and relevant to the student's life.

Once again, it stresses fundamentals and public communication but updates them with all the new language. The classic works on speech fundamentals are still considered enormously valuable; they are part of the body of knowledge that all communication students should have. In the words of Charlie Woolbert, those fundamentals are "thought, language, voice, and action." In the modern idiom of this text they are known as "process, language, nonverbals, and listening." To them I have added audience psychology—the critical business of matching your message-sending to the requirements of the receivers and the setting. These, along with speech

fright, are covered in Chapters 1 through 6. Chapters 7 through 13 deal with the actual practice of communication: these are detailed, long-tested chapters, including one on speaking in groups.

In this edition the soundness of traditional speech communication practices has not been deemphasized. Purpose, delivery, audience analysis, preparation, outlining, arrangement, logic, speech fright, persuasion, and special occasions are all discussed fully.

Each chapter concludes with a thorough summary and a list of projects and tasks. These are practical materials and assignments culled from years of experience and the suggestions of many concerned teachers.

There are two appendices. The first includes model speech outlines. The second is an essay on employment interviews which is a brief extension of the informative interviewing section in Chapter 7.

The *Instructor's Manual* includes additional projects and tasks, suggestions for evaluation and criticism, and an extensive file of pretested model examination questions.

Raymond S. Ross

**OTHER BOOKS BY RAYMOND S. ROSS:**

*Persuasion: Communication and Interpersonal Relations*  
(Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974).

*Essentials of Speech Communication, 2nd ed.*  
(Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1984).

*Understanding Persuasion: Foundations and Practice, 2nd ed.*  
(Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1985).

*Relating and Interacting: An Introduction to Interpersonal Communication*  
(with Mark G. Ross)  
(Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982).

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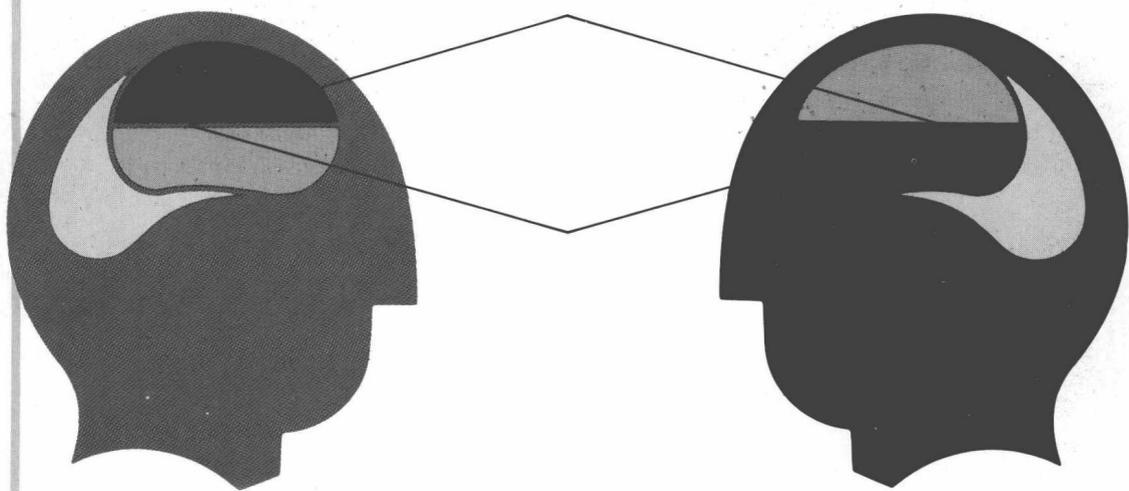
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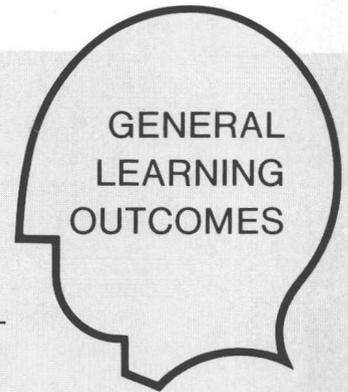
# SPEECH COMMUNICATION



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# ONE THE COMMUNICATION PROCESS

- 1 We should better understand the enormous complexity of the process of human communication.
- 2 We should gain a working understanding of human communication as a process.
- 3 We should learn that our field of experience greatly affects the way we perceive the world about us.
- 4 We should learn the importance of speech communication training for our successful growth and development.
- 5 We should learn guidelines for ethical communication.





---

The sheer amount of communication today is staggering. Surveys indicate that we spend 75 percent of our waking time in some communication activity: listening, speaking, reading, and writing. When you consider the telephone system and the mass media, the volume of messages becomes astronomical. The average American family has two televisions, 5.3 radios and three telephones. It is estimated that the American public makes more than 500 million telephone calls a day, or nearly 6,000 per second.<sup>1</sup> With the advent of the optical fiber telephone a single cable can carry 50,000 messages at the same time. That's 1,000 times faster than the shortest radio waves. We really are big talkers! A recent survey of college graduates indicated that they speak to an audience of ten or more an average of 52 times in a two-year period.<sup>2</sup>

Is speaking ability important? In a Michigan poll 500 adults were asked, "What most influences your decisions about political candidates?" The respondents put party affiliation first, *speaking ability* second, appearance or good looks third, age fourth, race or ethnic background fifth, and the person's sex last.<sup>3</sup> One would hope that honesty, issues, and intelligence might have been mentioned more often . . . but speaking ability is clearly critical.

When Hamilton Jordan was chief of the White House staff, a personnel review was ordered of every White House employee earning \$25,000 or more. The thirty-question form asked for ratings on such questions as "How bright is this person?" "What is the quality of this person's work?" "What *public speaking* ability does this person have?" Other questions pertained to the ability to get along with outside interest groups and general political competence. Once again public speaking became a critical dimension of success.<sup>4</sup>

Are students any good at this important oral skill? President Adamany of Wayne State University thinks not:

---

<sup>1</sup>*Academic American Encyclopedia* (Danbury, Conn.: Grolier, Inc., 1983), 19, p. 78.

<sup>2</sup>George E. Tuttle, "A Field-Based Model for Determining Adult Communication Behaviors," *Communication Education*, 33, no. 3 (July 1984), 280.

<sup>3</sup>Pete Waldmeir, "Never Mind Talent—Politics Is a Game of Image," *Detroit News*, August 7, 1978, p. 1B.

<sup>4</sup>*Detroit News*, July 19, 1979, p. 1A.

It has become increasingly clear that students are significantly deficient in their ability to make oral presentations. Yet this skill has become steadily more important in a world which requires collaboration between specialists in widely varying fields and in which communications technology—by telephone, television and audiovisual tapes—implicates the ability to make effective oral presentations. Contrary to some journalistic assertions, a technological age heightens the need for human collaboration—and thus for effective oral communication—rather than diminishing it. Our faculty in speech would be dwarfed by the task of offering all undergraduate students course experiences in oral presentation. But perhaps the commission could work with the faculty in speech to devise methods—such as required seminars in each discipline, taught by faculty who had been given fundamental training in techniques of oral presentation by the speech faculty—by which every student would have at least a basic coaching in methods of making oral presentations. This suggestion may be impractical, however. So I simply ask the commission to consider how the university might improve the ability of students to make oral presentations, which is certainly one of the basic skills required of most educated persons.

David Adamany, President, Wayne State University<sup>5</sup>

Research shows that you can improve your speech skills significantly by taking such a course.<sup>6</sup> Moreover, testimonials by successful individuals have affirmed the value of speech training, and research has indicated its usefulness to you in better understanding your other university courses.

Charles Hurst studied 157 college sophomores, 70 with speech training and 87 without such training. He described the educational implications of the relationships between formal instruction in a public speaking course and increased readiness to undertake work at the next academic level. He discovered that there is a significant and positive relationship between these two factors. Further, the speech group was found to be superior on a measure of study skills and practices. Of interest to all grade-conscious students was the finding that the achievement of the speech group in classroom work, as measured by comparison of mean honor-point averages, was superior to that of the nonspeech group. In fact, the speech group showed a net gain, compared with a net loss for the nonspeech group. Hurst concluded that “the basic speech course provides students with a basis for orderly thinking and for improved control of the various elements that make up the total personality.”<sup>7</sup>

<sup>5</sup>Inside Wayne State, December 7, 1983, p. 2.

<sup>6</sup>Anthony Mulac, “Effects of Three Feedback Conditions Employing Videotape and Audiotape on Acquired Speech Skill,” *Speech Monographs*, 41, no. 3 (August 1974), 205-14.

<sup>7</sup>Charles Hurst, “Speech and Functional Intelligence: An Experimental Study of Educational Implications of a Basic Speech Course” (unpublished Doctoral dissertation, Wayne State University, 1961).

The success of Toastmasters' clubs and Dale Carnegie courses is further evidence that people take this skill seriously. Listen to Dr. Jack Ryan, chief executive officer of the Detroit-Macomb Hospitals Association:

You see doctors coming out today with terrible communications skills. They can't talk with their patients. I've worked very hard to make myself into a good public speaker. I really practiced at it, because I felt anything that improved my communications skills made me a more effective physician.

Doctors are an arrogant bunch anyhow—it comes with the territory. They are resistant to change. I suppose I'm as arrogant as any of them, but I'd certainly change that part of their training.<sup>8</sup>

If you are to develop the skills with which to communicate successfully, you must first have some acquaintance with the process of communication, language habits, nonverbal communication, listening, and audience psychology. You may also need to develop confidence and overcome speech fright.

In addition to gaining insight into human communication as a process, you need to know something of how humanity perceives itself, how it perceives the rest of the world, and how it reacts to stimuli. Most critically, you need guidelines for ethical and responsible communication. These are the purposes of Chapter 1.

How many times have you been offended by a poorly chosen word, a gross generalization, or other language inappropriate to the situation? Chapter 2 addresses itself to language habits and semantics.

Do you realize that only 35 percent of communication is verbal? When you speak, 65 percent of your message is decoded by means other than the words you use—by your tone of voice, your gestures, even by the way you stand and are dressed. When we find that a gesture that means “come here” in America means “go away” in Italy, we begin to sense the problem. This is the subject of Chapter 3, “Nonverbal Communication.”

Americans are not good listeners. Some talk more than they listen. Yet listening is still the most common of the communication skills. Surveys indicate that people may spend as much as 60 to 75 percent of their time listening.<sup>9</sup> Chapter 4, “Listening,” is intended to help you understand listening habits. The beginning of all successful communication is a rhetorical sensitivity toward the receivers. Toward that end, Chapter 5 discusses crowds, mobs, and audiences and indicates how you can analyze and adapt your speeches for them. Chapter 6 is for those students who feel unusual anxiety or apprehension on the platform.

When asked to define communication, many people reply that it is the transfer of meaning from one mind to another. This definition implies that an idea is some kind of an object, but what does an idea look like?

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<sup>8</sup>George Cantor, “History Compels Hospital to Remain in the City of Detroit,” *Detroit News*, February 24, 1981, p. 10D.

<sup>9</sup>Ralph G. Nichols and Leonard A. Stevens, *Are You Listening?* (New York: McGraw-Hill Book Company, 1957), pp. 6-8.